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Notes.

Recipe for Making a Happy Man.

(Written for a Lady's Cook Book.)

A. H. LAIDLAW, M.D.

Take a man while young and green,
Anywhere above nineteen,
Seek the parson right away,
Answer "Yes" to all they say;
Lead him home by silken thread,
"Put him in his little bed,"
Fan him through the lonesome night,
Keep his "skeeter" netting tight,
"Kiss him for his mother's sake,"
Every hour till day doth break.
When thy voice he first can hear,
Whisper, "Coffee's ready, dear!"
Fill him full of buckwheat cakes,
Without forgetting chops and steaks,
Send him smiling off to biz
With a long and loving kiss.
Greet him at the open door,
As he returneth from the store,
With outstretched arms and accents sweet;
Then put his slippers on his feet,
Tell him that he looks *divine*,
Order him a glass of wine.
Let not be distant forty rods
"A dinner worthy of the gods;"
Then, so that naught his peace may mar,
Present, at once, a choice cigar;
Although its fumes do make you choke,
Declare you "love to see him smoke!"
And, ere he seeks his evening nap,
Be sure you jump into his lap,
And, with your arms around his neck,—
You need not care for truth a speck—
But, while the moments come and go,
Tell him the sweetest lies you know.
This is my recipe and plan,
For making sure one Happy Man.
JERSEY CITY, Sept. 1874.

If there is any one thing a teacher may be said to owe to his generation, it is to be *correct in pronunciation*. We could easily write a list of one hundred words that are mispronounced by at least nine-tenths of the people, but place here only a small part, reserving the rest for another paper.

Bado,	Benzine,
Piquancy,	Bitumen,
Brigand,	Plague,
Israel,	Beelzebub,
Isolate,	Abdomen.

Introduction or Preface.

Teaching by fable or parable, is next only to teaching by example. They are very nearly allied, inasmuch as we have only to apply the imagination and we may behold the actions and persons described in the relation.

Our Saviour fully understood and practised this method of instruction—hence his great success; as the parables are all fables. It is remarkable that He should have complimented Æsop so highly as to imitate him in his system of teaching the world. The only difference consists in this, that the former applies only to the actions of mankind, whilst the latter embraces all creation, animate and inanimate.

As Æsop wrote about 550 B. C. it is possible that he may have taken his idea from the Prophet Jotham's fable of the trees, B. C. 1209, (Judges 9. 7.) which is said to be the oldest in the world, while next to it is the Prophet Nathan's parable of the poor man and his lamb (2 Sam 12. 1-6.) Of these writers Jotham wrote about 650 years before Æsop and Nathan about 520. The Prophets used parables and fables to give a stronger impression to princes and people, of the threatenings or promises they made to them.

The Origin of Fables.

The ancient chronicles relate
Some curious things, both small and great.
That in the olden times were seen
More wonders than e'er since hath been.
That animals, when out to walk,
Were often known, like men, to talk.
And birds, while sitting on the boughs,
Were then engaged in making vows.
That little fishes, in the brooks,
Their thoughts exchanged in words and looks.
And even insects might be found
Who did their talk in murmuring sound.

But these great wonders were unknown
To all mankind, till they were shown
By some philosopher, or sage
Existing in a former age:
Who by long study, toil severe,
At length made all these things quite clear.
He long had roamed o'er hill and dale,
And listened in the silent vale;
And by comparing acts of birds,
He understood at last their words.
And whilst the birds he studied there
He gave to animals some care;
And in the language of the herds
He traced resemblance to the birds,
For flying squirrels in the trees,
Their language mingled by degrees,
And though between them nought was known
To his mind it was plainly shown.
When he had learned their thoughts and wishes,
He then began to study fishes;
And what is stranger than the rest,
'Twas through the frogs, he learned them best,
For frogs the different races joined.
In him the animals and fish combined.
And thus the tree toad was a guide
The insect race to learn beside.

Creation's secrets thus obtained
Was more than man before had gained.
A world of wonder came in view,
Which to the mind of man was new.
The human brain had always been
The sceptre for the sons of men;
And even here this truth was shown
For thus these curious things were known.
But still to animals was given,
Such powers of reason, taught by heaven,

As hitherto had lain concealed,
Till by the patient sage revealed.
Their thoughts and feelings; wants and fate,
He first assayed to demonstrate.
He first found out the secret key
With which to unlock their mystery.
The hidden language of the herds,
The fishes, in acts and the birds.
And when he thus obtained the clew,
Their secrets soon were brought to view.
And then, as soon as he was able,
Were classified, and ranged in table.
This proved a long and tedious task,
For tho' he could their thoughts unmask,
'Twas not so easy to arrange
In proper form, things new and strange.

Though long delayed—by patient toil,
And burning late the midnight oil,
His task was finished. Then began
His longings to enlighten man,
But in that age, mankind was so crude;
Such things would not be understood.
He feared the human mind to clog
And thus adopted apologue.

This poor old man such labors wrought,
His mind at last became distraught.
And though he'd planned out many a fable,
To finish them he was unable.
And long before his fame was known,
Stern death had claimed him for his own.

Now deep within a secret drawer,
Which no one thought e'er to explore,
Far down inside an old oak chest,
Whose bottom false, concealed the best;
These strange old manuscripts lay hid
For many ages, 'neath that lid.
And though the chest was handed down,
The drawer and contents were unknown;
Through many generations passed
To Æsop now, it came at last.

Young Æsop felt the same desire,
That long before had warned his sire.
To study beasts, he long had striven,
But to disclose them, was not given.
He oft had wandered far and wide,
And pensive sat the stream beside;
Engaged in watching all around him,
And thus his friends had often found him.

He had designed to write a book,
And from the fief, the sky, the brook,
Proposed the subjects to obtain;
But all his efforts had been vain.
For though he studied well their actions
Their language still he'd most attractions.
But yet he could not this discover
And thought at last he must give over.

The old oak chest, forgotten quite,
Lay in a closet far from sight,
An heirloom of the Æsop race,
Kept in that dark and silent place.
One day, on rummaging the chest,
He in the bottom found a nest;
The nest gave forth a hollow sound,
And thus the secret drawer was found:
And all its contents stood revealed,
Which had for ages lain concealed.

With joy and wonder Æsop's eyes
Disclosed at once his great surprise,
For here lay what he long had sought,
And till that moment all was nought.
With joy he seized each ancient paper,
And held it near his burning taper;
Scanned every page, marked every line,
The language seemed almost divine.
But even then he nought had known,
Had not one word a cypher shown:
Which proved a key to all the rest,
And solved the contents of the chest.

From this preamble all may scan
How Æsop's Fables first began.

College Department.

New York University.

Judging from the appearance which the halls and recitation rooms present, the students of the University have settled down in real earnest to the year's work before them. Again on the minds of many is impressed most forcibly the fact, that Mathematics and Classics are "horrid bores." The engineering students under the charge of Professor Spielman, are daily visiting the works of importance going on, in and about the city.

The contests for the representation of the institution, at the inter-collegiate literary meeting have been fought and won. The struggles, if we may use the expression, were carried on between the members of the senior and junior classes. The committee appointed by the students, consisting of Chancellor Crosby, Prof. Martini and Prof. Johnson, decided, in regard to oratory, in favor of John Canfield Tomlinson, '75, of N. Y. City; and in regard to essayists, in favor of Henry Clay Alvord, of Conn., and William R. Thompson, of Brooklyn, both members of the class of 'seventy-six.'

The editors of the *Philomathean*, the representative journal of the institution, are busily engaged preparing the first number of this year's issue. Attempts are also being made to bring about a series of joint-meetings of the literary societies. The Glee Club is re-organized, and numbers about fourteen members. Its President is E. Howard Crosby, '76; Leader, James H. Darlington, '76; and Sec. and Treas., Charles A. Rhodes, '77.

The class-elections have resulted as follows:

Class of '78—

Pres.—Cornelius B. Zabriskie; V. Pres., Albert W. Ferris; Sec. and Treas., Robert B. Davis.

Class of '77—

Pres.—Francis A. Lee; V. Pres., George Vandenhoff, jr.; Treas., Richard M. Martini.

Class of '76—

Pres.—Henry J. Alvord; V. Pres., John F. Keeler; Sec.; James M. Riker; Treas., George Perry; Historian, E. D. Bagen.

Class of '75—

Pres.—Francis P. Slade.

The Colleges.

YALE COLLEGE has a freshman class of 183, not counting the scientific freshmen that number 9.

HARVARD COLLEGE gives its servitors the privilege of being absent at recitations—in other words, it takes no account of absences—calls no rolls. At the end of the year, however, an examination is passed.

MISSOURI UNIVERSITY opens with 300 freshmen.

The corner stone of the Women's Medical College in Philadelphia, was laid Oct. 1st; it was founded 20 years ago. The building will cost \$50,000. Addresses were delivered by Drs. C. N. Pierce, and Henry Hartshorne, and by Edward M. Lewis and T. M. Aarat.

MERCER UNIVERSITY, located at Macon, Georgia, opens in its new building with cheering prospects. Dr. H. A. Battle is President.

MIAMI UNIVERSITY, Oxford, Ohio, seems to be in financial difficulty, although it is believed solvent, and that it will survive the trouble.

New Brunswick Theological Seminary has forty students in all. The improvements have been made—such as heating, dining, and washing, and the whole aspect is one of comfort and convenience.

THE NEW YORK UNIVERSITY LAW SCHOOL opened Oct. 5th, with thirty-five new students.

The University of California began its sixth year of instruction, Sept. 24. The Freshman Class, it is reported, will number about 60. Prof. William Ashburner is at the head of the College of Mining. The College of Letters, besides the usual classical course, maintains a literary course in which Greek is omitted.

Subscriptions to the amount of \$17,050 have been promised to Colorado College. There is a Freshman class of 16, and it is thought that the institution will have 50 students altogether. Prof. Edwards has been elected professor of Literature, and S. T. French, principal of the Preparatory Department.

The Freshman Class at Bowdoin this year is unusually small. It has only 22 members. In accordance with the vote of the faculty, the students have made their choice between the drill and the gymnasium. The result has been that the Seniors and Juniors have unanimously chosen the gymnasium, and the Sophomores and Freshmen likewise, with three exceptions, leaving the battalion at present composed of three men.

The Senior Class at Amherst has requested Prof. J. H. Seelye to give them instruction in the Westminster catechism, on Saturday mornings, in place of the regular lessons in the "Science of Mind." Every class since '66 has requested and obtained this privilege, but it is never given unless the majority of the class wish it.

Princeton's preliminary contest for the appointment of orator to the inter-collegiate contest to be held in New York, Jan. 8, ended successfully for W. S. Nicholas of New Jersey. L. M. Miller of Philadelphia was chosen alternate. Princeton will present one essay, the writer of which is Allan Marquand of this city.

Drew Theological Seminary opens with over one hundred students this year.

A pleasant incident of the commencement at Rutgers College was the presentation to the trustees of the cane carried over fifty years ago by Colonel Henry Rutgers, after whom the College was named, and which was bequeathed by him to the late Chancellor Ferris, of the New York University. That venerable man carried it until his death, and thus the relic becomes doubly dear.

✓ EDUCATIONAL MOVEMENT.—The Presbyterians of Maryland are moving in the matter of education. A fine college building at New Windsor, near Taneytown, has been purchased, and the institution will be under the supervision of the Presbytery at Baltimore. The Rev. Mr. Shyrock of Academia, Pa., has been called to take charge of it, and we suppose that it will be opened for students the coming autumn.

Rev. Sheldon Jackson, D. D., Rev. A. C. Todd, Rev. John F. Stewart, James H. Pinkerton, John M. McCutcheon, and N. C. Roe recently, in behalf of the Presbyterians of Colorado, signed articles of incorporation for a Presbyterian College to be known as the Evans University, and to be located at Evans, Colorado, where forty acres of ground in the centre of the town have been set apart for the institution. The preparatory department will open on Friday, September 25. They will admit both sexes on equal footing to all the privileges of the institution.

COLLEGE YEAR BEGUN.—Princeton College has re-opened. The students are flocking back to their work for the fall term. All the classes have been considerably enlarged by new arrivals, while the Freshman class numbers about one hundred, probably more. There has been some progress made in the College buildings. The scientific school is almost completed and ready for use. In fact, some of the rooms are already

used, as the chemical room, where the students recite to Professor Bracket. Men are also engaged in laying out the grounds around the building.

The receipts of Yale College for the past year amount to \$253,889.67, and the expenditures to \$253,770.46.

The people of Indianapolis are moving for a University in that city that shall be inferior to none in the country.

Rev. Lemuel Moss, D. D., has been made President of Chicago University, with a yearly salary of \$5,000.

It is said that Virginia has more of her population at college than any other country, save Scotland; also that Virginia has at her colleges more students from beyond her borders than any other State in the Union.

Rush University is the name of a new University of learning to be established at Fayetteville, N. C., under the auspices of the American Methodist Episcopal Church, for the education of young colored men for the ministry.

It has been suggested that \$500,000 would secure the removal of Western Reserve Colleges from Hudson to Cleeland, and the consequent establishment of a Cleveland University. Comment concerning the plan is constant and favorable.

There are in Switzerland 7,000 primary schools, superintended by 6,600 masters and mistresses, the disproportion arising from the fact that in some cantons a master has charge of two schools. The scholars number about 400,000. The education of children is obligatory in all the cantons except Geneva and Uri.

The authorities of Central University of Kentucky have elected R. R. Fulton, late of the University of Mississippi, to the Chair of Physics, and C. J. Bronson to the Professorship of Criminal Jurisprudence. The Faculties of the different schools of the University are now complete.

Dr. McCosh returned from Europe recently. Of course the students assembled at the depot to welcome him with the usual "three cheers and a tiger." He merely bowed his thanks to them and proceeded to his house. In the evening, however, when the students serenaded him, he appeared, and made a very appropriate speech. The Doctor has gone vigorously to work, evidently with improved health and spirits. Professor Guyot, we believe, is still abroad.

Everything is set aside to the one aim of stuffing the scholar with just such a quality of such matter—knowledge it can hardly be called—sufficient to make a brilliant show on graduation day, regardless of the question whether this system of teaching is productive of a sound, practical knowledge on any one subject, or a comprehensive general idea of the various subjects embraced in the course of study, or whether it simply forms a shining, polished shell around an empty, impoverished mind. Hence the apparently just reproach of lack of thoroughness heaped upon our system of free education by foreigners who, in reality, do not pass judgment upon the system, but upon its failure of being carried out in the spirit in which it was conceived. Since the war our national, besetting sin, the love of display, has been growing with fearful rapidity upon us, high and low, poor and rich. But of all the places in the world we can least afford to open our public schools, where the destiny and future of our nation are shaped, to the cankering influences of this vice, and zealous care should be taken by those men, who are set to watch over our educational interests, that the school-room is not reduced to a mere toying place of childish ambitions, and sight lost of the greater and more exalted aim for which it was intended, that of moulding the young mind of the future citizen, and ingrafting upon it high and noble aspirations, the anchor of hope upon which will, at some not very distant day, rest the fate of the Republic.—Exchange.

Educational Press.

Education of Man.

A man knows every being, and everything, when he compares them to the beings and things which are in contact to them; and when he discovers the union, harmony, and conformity of all beings and things with their own kind (in short, when he perceives their resemblances and differences.) He will know beings and things the more perfectly, the more he shall have found their connection with their opposites, and their accord with their likes.

The objects of the external world appear to man in a state or under forms, more or less fixed, fugitive, or volatile. It is to be in correspondence with their fixity, their fugitive nature, or their etherization, that we are provided with different senses. All objects being movable or immovable, visible or invisible, solid or aerial, it was necessary that our sensorium should be divided into separate organs. The senses that apprehend aerial bodies are sight and hearing; taste and smell take cognizance of volatile bodies; touch, of fixed bodies.

It is by their contrasts that the child acquires knowledge of things. From the time that the sense of hearing is developed, and soon after the sense of sight, it is easy for parents, or those who surround the child, to establish a connection of objects and their contrasts with speech, so that the word and the object, the sign and the object, shall be thereafter only one thing to the child, who is thus brought, first to the intuition, and later to the knowledge of the being or thing.

In the measure that the sense of the child develops also the use of his limbs, according to their nature and the properties of the external world.

The immobility and proximity are in relation to the immobility of the body of the infant. The more movable and distant from him objects are, the more the child who wishes to seize them feels excited to move. The desire to sit or lie down, to walk or jump, to touch or to embrace an object, provokes the child to use his limbs. The action of standing erect alone, is a capital one for him; it is the discovery of the center of gravity of his body, and the use of the multiplicity of his limbs. The equilibrium of the body obtained, will be for that age as significant a step in progress as was the smile of the nursing, and as will be the moral and religious equilibrium acquired by the man, even to the last stage of his development.

It does not follow, however, that at this first stage of his life the child will make perfect use and profit of its body, its limbs, and senses. This use, as yet, seems indifferent to him, but by degrees he feels himself attracted to thrust out his feet and his hands, to move his lips, his tongue, his eyes, and his whole countenance.

But all these motions of the limbs, and these plays of the countenance, have not for conscious object yet, the reproduction of the interior by the exterior, a reproduction which takes place, properly speaking, only in the following stage. But let not the maternal vigilance sleep. These playful movements are to be carefully watched by her, but there must not be established by their means a separation between the exterior and interior, the body and mind. That would lead the child gradually into

hypocrisy, or into the habit of grimacing, of which he could not rid himself when he became a man.

Let the infant, then from the earliest age, even when in his bed or cradle, never be long abandoned to himself, without some object offered to his activity; for bodily idleness and effeminacy necessarily engender intellectual idleness and effeminacy. To escape this danger, let the child's bed be composed of cushions stuffed with fern or hay, straw or hair, never of feathers; and let him be lightly covered and always exposed to the influence of pure air. To avoid the effeminacy of mind produced by too complete abandonment of the infant to himself, especially after his waking from sleep, there may be suspended opposite his cradle a cage containing a bird, the sight and song of which, may occupy the activity of the child's senses and mind by an agreeable distraction of his attention from himself.

At this moment of the development of the activity of the senses of the body, and its members in which the child seeks to manifest spontaneously the interior to the exterior, the first degree of the development of man, that of the nursing ends, and another degree begins.

Up to this period the interior of the child was only an inarticulate and simple unity. With the arrival of speech begins at once the exterior manifestation of the interior of man and of the multiplicity of his being; for while the interior was organizing itself, he endeavored to manifest himself outwardly in a certain fixed manner. Now, the development, the spontaneous manifestation of man's interior by his own forces, will have place, making a second stage of development.—*Kindergarten Messenger*.

Primary Education.

As his few years of school life are all that the child of a poor man, or even of an average handicraftsman, will have of child-life, as he will at twelve, thirteen, or at most fourteen, take on him, however unwillingly, the burden of the world, and the responsibility of earning his daily bread, usually by work that exhausts his strength, and as often dulls as develops his thinking powers, as life will be for him toil rather than pleasure, enjoyment of labor rather than of its fruits, it is right that this limited time should be made the most of—that the schools shall be the best, the teachers the most competent, the nature of the children most thoroughly understood, and their interests most completely considered, so that the boy, on entering the world, may look back through a vista of happy years, during which he has learnt to understand something of the world and himself, to labor willingly because intelligently, to enjoy to the utmost what rest he may get by knowing something of books, of people, and of places different to those immediately around him.

Surely, therefore, it is right to establish School Boards, to open schools, to compel attendance, to call upon parents to fulfil their duties, so that if children must go to work at an early age, they shall not go unprovided with a fitting development of their mental powers; that at twelve they shall be expected to read, write, and calculate well and readily; that at each year up to this their progress should be ascertained (I was about to say checked, but that the word might express my meaning only too well), and that, if they do not show that they are fairly on the road to this desirable end, the teacher should be punished by a fine and a bad report, and that, to prevent him from having ground of excuse or complaint, the policeman shall, if needful, be employed to drive the children to school. But good as this may be, it can scarcely be so perfect as to have no accom-

paniment of small evils; and it may be well that we ascertain if there be any such, and what they are, so that we may, as much as possible, guard against or remedy them.

First, and chiefly, is it made an important matter that the children shall be happy? Is this the first and foremost consideration? If a boy or girl can count but few years of real child-life, they have an imperative claim that these at least shall be happy ones; that at school they shall have friendly teachers, who will meet them with a smile, a few kind words, or even, perhaps, a joke; that there shall be nothing about the school that shall in any way be uncomfortable, no fear but of kindly reproof, no dread of aught whatever.

Secondly, is the individual dignity of each child fully respected? Has he absolute liberty to move about, talk, sit where and how he likes, subject only to rules made in the interest of the children themselves (and if by themselves, so much the better)? Is he treated with as much courtesy as he is expected to show? And is he encouraged to govern himself, by being allowed sufficient liberty to experience the difference between such government and its opposite?

Thirdly, is he allowed as much liberty of working and of choosing his work as if he were being brought up at home? Is he encouraged to work when so inclined, and allowed to be idle when so inclined by any reason of delicate health or fatigue? Is he at liberty, and encouraged, to ask for rest, for a change of work, or for any alteration of school rules, which may be desirable for him, and is his request met with kindly consideration, and, if at all reasonable, readily granted?

Fourthly, are his individual tastes and abilities noticed and consulted, and is he advised and helped to take up the work he has special aptitude for? If he is quick and intelligent, is he allowed room to develop his powers, by having a greater variety of books, &c.? If he is dull or stupid, is he an object of special help and consideration?—*The School Master*.

The tools of thought are:

- I. Reading and Writing.
- II. Arithmetic.
- III. Geography.
- IV. Grammar.
- V. History.

By the first of these the pupil issues forth from the circumscribed life of the senses in which he has been confined, and finds himself in the community of the world at large, so far as his language extends. He is not limited by space; for the printed page of the text-book and the newspaper gives him a survey of the life of the globe. He is not limited by time; for the libraries open their doors and he associates with and listens to, Socrates and Plato, Confucius and Zoroaster, and no empty gossip escapes from these lips!

By the second of these studies he becomes measurer of numerical quantity, and makes the practical side of exchange. The exchange of thoughts and ideas through reading and writing, is extended by arithmetic to a practical ability to exchange food, clothing and shelter.

By the third he comes to realize his spatial relation to the rest of the world he contributes to the world and receives from it, through commerce.

Grammar gives to the pupil the first consciousness of the mind itself as instrument. The formation of language exhibits the stages by which pure intellect becomes master of itself. The profound analysis and superior grasp of thought which grammar gives, as compared with mathematics and physical sciences for example, has long been noticed by educators. It is emphatically a culture study. It marks the educated man from the illiterate; the former uses language with conscious skill, the latter without it.

History initiates the learner into his past existence, in same the sense as geography into his outside (and out of sight) existence. For the precedent conditions of the individual belong to and are a part of his actual existence.—*American Journal of Education*.

A School Board could not make a greater mistake than to suppose that, to secure the teachers they require for their schools, they have only to offer a larger salary than is given elsewhere. Men does not live by bread alone; and teachers in our schools care for other things than money. The kind of men needed will not be obtained until the head master of an elementary school receives similar consideration at the hands of his manager to that at present enjoyed by the head master of a grammar school. The mistake has been made by some Boards of selecting assistant masters and mistresses without any consultation with the head teachers of the schools to which the assistants have been appointed. It is right that the head teacher should be held responsible for the entire conduct of his school, but it is not just to hold him responsible without giving him a voice in the choice of his assistants. The South Shields Board have recognized the justice of this claim, and, on a recent occasion, consulted with the head master before appointing an assistant to the Ocean-road School. If all School Boards act in this spirit, evidencing a like appreciation of what is due to the teachers they employ, less difficulty will be experienced in obtaining suitable candidates for the teacher's office.—*Schoolmaster.*

Few practices are worse than to make up lessons in which they have failed. The old plan of whipping learning into them was founded on more philosophical principles; for the whipping stirred up sensations and emotions which set the blood circulating rapidly, causing increased activity of the brain. But there is not one argument in favor of detaining children after the time for dismissal. As a punishment, it falls more heavily upon the teacher than upon the negligent pupil; it unfits her for the next day's work, and eventually undermines her health. Its effect on the pupil's mind is bad. The truth is that the only education is self-education. Compelling children to learn certain phrases is not education. Detention after school for lessons destroys the individuality of the child, makes him hate his lessons, his school and teacher. This is a free country and the sooner we adapt our school management to the genius of our institutions the better off we shall be. Individual responsibility is the true doctrine to hold. Study or fail; behave or withdraw, is the best platform to stand on, the easiest for the teacher, and in the end the best for the child.—*Chicago Teacher.*

The influence of education, even in the simplest primary schools, upon a child of the lowest class is to cultivate habits of order, punctuality and self control. A child is withdrawn from idleness by other interests being offered to his mind than those which surround it in its life on the streets. The mere occupying the time and thoughts of children with subjects of general interest tends to keep them from crime. Even a small acquaintance with geography or the reading of a book of travels will sometimes enable a poor person to change his locality, where he is under temptation or suffering, for some region where he can be placed in better circumstances. There is, too, running through nearly all school lessons, a recognition more or less strong of the great truths of morality. The result of all these and of other influences, is, that wherever education is diffused abroad, there the ratio of crime to population diminishes, and in all countries the criminal class is mainly fed by the ignorant class.—[*Tenn. School Journal.*]

Of teachers and teaching we get many significant hints. Francis Dwight, superintendent of Albany county, as well as editor of the *Journal*, found a girl twelve years old pursuing thirteen studies. J. J. Rockafellow says: "After listening some time to the rotary concert exercises of an interesting class, commencing with the old hobby, 'How is the surface of the earth divided?' I interrupted and asked, 'How is the alphabet divided?' 'Into oceans, seas, continents, islands, hills, gulfs and bays.' Another class that had been kept for weeks skimming over the subject of orthography was asked, 'How is the land divided?' 'Into mutes, semi-vowels and liquids.'"

Of a boy in St. Lawrence county it was asked: "What would you understand by it if you should see a man's name with A. M. attached?" "I should think it was written in the morning."

The Schenectady board of trustees announce that "the practice of cudgelling scholars and degrading them in the presence of their schoolmates is prohibited, except in extreme cases." This portrait is drawn of a pedagogue in Rockland county: "Perched upon a high stool, with his cudgel in his hand, sat the master, a middle aged man with a face blue and purple, very familiarly known as 'Old Jimmey,' with a pair of glasses astride his nose, looking as gravely as though he were presiding over the deliberative council of the nation. System and regularity were not only evinced in his school in the regular routine of exercises, but his holiday Saturdays were just as regularly and systematically devoted to what in those days was commonly known as a *sprees*."—*R. Stone, in Sch. Bulletin.*

Scientific.

Discovery at Herculaneum.

An interesting discovery of a life-sized female bust in pure silver has been lately made at Herculaneum. The work is in a state of excellent preservation, and is the only specimen of its kind which has been found during the course of the excavations. At first the material was thought to be only bronze, the action of the sulphur having somewhat altered the appearance of the surface, and the sulphate of silver which has formed on the metal yielding a black color like that found in the commonest sort of material. The bust was removed to the museum, when one of the keepers, struck with the unusual tone of the bronze, scraped away a part of the surface, and at once came upon the silver beneath. A discussion has arisen whether the work was originally cast or chiseled, but there seems now little doubt that the former hypothesis is correct. The head is that of a young and beautiful woman, but as yet the features have not been identified with that of any other extant head.

A Scientific Bequest.

Lord Derby announces in the *Gazette* that the Italian Minister in London has communicated to him a copy of the will of the late M. Girolamo Ponti, of Milan, by which he has bequeathed a portion of his property to the "Academies of Science of London, Paris, and Vienna." It is understood that the relatives of the testator intend to dispute the will and as it does not clearly appear what British society is indicated, the Secretary of State gives notice of the bequest in order that those societies which may wish to put forward their claims, may take such steps in the matter as they shall think fit. The will, which is a remarkable one, contains the following passages relating to the bequest: "I dispose of the whole of what belongs to me on this day in favor of the three Academies of Sciences, of London, (capital of England,) Paris, (capital of France,) and Vienna, (capital of Austria,) so that my said patrimony is to be divided among the said three Academies, in equal parts (after deduction of certain charges.) My patrimony consists for the greater part of mortgages, and, taking account of interest, amounts at present to 865,000 Austrian lire. Each of the three academies above named shall be bound to invest in a perfectly safe and profitable manner the third part of my patrimony which falls to its share, and with the proceeds to institute two annual competitions forever, in equal amounts. Consequently, each of the aforesaid academies will have to appoint a committee to decide upon the grant of the rewards annexed to the two competitions, which are to embrace the following branches: 1. Mechanics. 2. Agriculture. 3. Physics and Chemistry. 4. Travels by sea or by land. 5. Literature. The object of the committee must be to give the preference to whomsoever among the competitors shall have advanced the sciences by the discovery of new and

simple appliances, and this refers to mechanics, physics, chemistry and agriculture. In regard to travels by sea or land, whoever has distinguished himself by a long journey by land and by sea, or has been able to make propositions fitting to diminish the dangers inherent in the present systems, should have the preference. In default of inventors and distinguished travelers, the committee will turn its attention to the most distinguished publications of original works, or at least from translations from other languages of works upon the above mentioned sciences and travels, including literature."

Selections.

The Roman Forum.

An important step has been recently made towards the more perfect elucidation of the topographical and archaeological history of ancient Rome by the complete uncovering of the Forum, the true dimensions and exact site of which have hitherto remained a matter of discussion. At the close of the last month the excavations of the Colosseum and the Forum were resumed with great energy, under the direction of Signor Rosa, whose well-directed and unremitting efforts have been rewarded by important results which have definitely determined the limits of the Forum of ancient Rome. In 1848 the first real advance to this discovery was made by Canina's detection of the site of the Basilica Julia, which stretched its entire length on the southern extremity of the Forum, from which it was separated by only a narrow road. After a temporary resumption of the works in 1852, nothing more was attempted in this direction till 1870 and 1871, when the true pavement of the Forum, with its many-sided large stones, was laid bare, and followed eastward towards the left, till it was found to be intersected by four lines of similarly paved roads. The south side of the enclosure was then clearly defined with its seven pediments, on which an equal number of votive statues had stood. One enormous columnar shaft was found shattered and split beside its base, both alike covered with the accumulated debris of ages. In 1872 the question of the extent of the Forum was decisively settled by the discovery of a traverse road, paved like the others, which formed a right angle with the front of the temple of the Dioscuri, and thus proved that the Forum did not extend towards the arch of Titus, as older topographers had assumed. At this point the workmen came upon the bas-reliefs which commemorate Trajan's erection of schools and asylums for orphan and outcast children in Rome and other parts of Italy, and his remission of all arrears of certain taxes. Although these tablets, which have been replaced on their original site, are unfortunately much injured, enough has escaped mutilation to show the beauty and harmony of the design. Near these bas-reliefs the eastern boundary of the Forum has been traced by the travertine stones of the pavement and the line of pediments which skirted it. Among these is a columnar base, inscribed in still legible characters, and proclaiming its dedication by the prefects L. Valerius and Septimus Bassus to the three emperors, Gratian, Valentinian, and Theodosius, and belonging, therefore, to the period between 379 and 383 A. D. An enormous mass of broken architectural fragments has been brought to light in the process of clearing out this sacred spot, but few perfect remains have been recovered, which perhaps can scarcely be wondered at when we bear in mind that at one extremity of the Forum the superincumbent mass of debris has risen to a height of more than 24 feet. Yet in the year 1527, not three and a half centuries from our own times, the German and allied troops of the Emperor Charles V. were able with small labor to clear the Via Sacra from the arch of Titus to the Forum, for the triumphal passage of the conqueror of Rome.—*Academy.*

History of Early American Colleges.

Prof. Tyler in an Address before the New York Industrial Society, said: Before the Revolution there were nine established colleges in this country, all of which are still in existence. Harvard stands first, it having been built in 1636. The second college was built in Virginia in 1602, and called William and Mary. Yale college was built in 1695. The fourth was built in New Jersey in 1746, and is now known as Princeton College. In 1654, Kings College in New York City was erected. On the top of the building was placed a huge iron crown, which was torn down after the Revolution, when the building was re-christened Columbia College. In 1755, the University of Pennsylvania was erected in Philadelphia. Next came Rhode Island College, built in 1764, and which 40 years later was renamed Brown University. Later, the Rev. Eleazer Wheelock opened a school for Indian children in Lebanon, Conn., which in after years led to the erection of Dartmouth College in New-Hampshire. The ninth college was founded in 1779 in New Jersey, and was called Queens College, but this name was changed in after years to Rutgers College. The lecturer then described the action of the Pilgrims in 1636, only eight years after their landing on the continent, in beginning work on Harvard College. He said that almost as soon as they were safely landed they began to think of the future and make appropriations for the work. Their motives were to provide for themselves a succession of learned ministers and rulers from among themselves; they desired to have leaders of society and politics, and they knew the value of a good education. He next described the way of building Harvard College and gave a list of the legacies, subscriptions, etc., from the colonists, such as money, cattle, furniture, &c., and the gift of £800 and a library of 300 volumes from the Rev. John Harvard, after whom the college was named.

The Norsemen.

Canon Kingsley in an address says: The whole of Scandinavia, Denmark, Sweden and the Orkneys, and the rest, remind me of that terrible picture of the great Norse painter Fildeman, in which two offended youths, lashed together by the waist in true Norse duel fashion, are hacking each other with their axes. The loss of life must have been enormous if the vitality had not been enormous—destroyed each other as the Indians have done. They lived, not to live, but to die; and what was death to them? what was it to the Jomsburger Viking who when led out to execution said, when asked the question, "Die! with all pleasure. We used to question in Jomsburg whether a man felt anything when his head was off. Now I shall know. But take care," he said, "If I do, I shall smite thee with my knife. Meanwhile take care of this long hair of mine, it is so beautiful." (Applause.)

But what waste? What would these men have if they tried peace not war, and tried to do justice, and love mercy, and walk justly with their God? And yet one loves them, blood-stained as they were. Your own poets, men brought up under circumstances so opposite to them, love them, because not merely of their bold daring, their thrift and business habits which make them not ashamed to go forth on voyages of merchandise over all the seas, nor the grim humor as of the modern Scotch, which so often flashes out into jest, but that these men's blood runs into the veins of three men out of four, whether in America or Great Britain.

Startling as the assertion may seem, I believe it to be strictly true. Be that as it may, I cannot read the stories of your Western men, the writing of Bret Harte or Col. John Hay, without feeling at every turn that here are the old Norse alive again, beyond the very ocean which they crossed first, 850 years ago.

Now let me end my lecture by a page from the Saga, by which I try to prove my point, ending with a story, as I began. On the eve of

the battle of Sticklebad, which was marked by an eclipse of the sun thus fixing the year, the body of the king is lying unburied on the hill-side. His poet Thormod, as his name implies, of thunder mood, who has been standing sore wounded in the ranks, at last has an arrow in his left side. He breaks off the shaft, and goes up to a great barn full of wounded men. One man comes out, of the opposite party, and says "on what side went those?" "On the better side," says Sherwood. The man sees that Sherwood has a golden ring on his arm, and says, "thou art a king's man," and wants the ring. "Take it off if thou canst get it. I have lost that which is worth more," answers Thormod. And the man tries to take the ring, but Thormod swinging his sword, cuts off his hand at the wrist, and the man behaves no better in his manner than the men inside the barn, whom he had said were screaming from their wounds. Then Thormod went into the barn, and when he had sung his song in praise of the dead king, he went into the inner room, where there was a fire and water, and a handsome girl binding up the men's wounds. "Why," said one, "dost thou not call for a leech?" Thormod said he was not like those whom the nurse would care for, and he got up and went to the fire to warm him. And the nurse girl said, "Go out and bring in some of the fire-wood." He brought in some and threw it down. Then the girl looked at him and said, "Thou art dreadfully pale; wherefore art thou so?" "Thou wonderest at me," said he in his rhyme, "an arrow overtook me, girl, and the world went from me and I feel it sets near my heart. She said, 'let me see thy wound,' and she saw it, with a piece of iron in it. In a stone pot she had some leeks cooking broth and gave them to eat. She gave him some, but he said, 'I have no stomach now, for my broth. She took tongs and tried to pull it out, but the wound was swelled and there was too little to lay hold of. "Then said he, cut in so deep that thou canst get it out, and give me the tongs." Then he took the gold bracelet off his arm and gave it to her. Then Thormod took the tongs and pulled the iron out, but on it was a barb, and on it hung the flesh from the heart, some red and some white. And when he saw that he said, 'The king hath fed us well; I am fat even to the heart's roots; and so leaned back and was dead.'"

I shall not insult your intelligence by any comments or epithets of my own. Was not this man a kinsman of some of you? Does it not sound, allowing for all change of manners, as well as a scene out of Bret Harte or John Hay, a scene of dry humor and rough heroism of the far West? As long as you can breed your own Jim Bludsoes, or your Flynns of Virginia, the old Norse blood is surely not extinct: the old Norse spirit is not dead.

Education in Egypt is, according to Consul Stanley's Commercial Report on Alexandria for the past year, still backward and limited. The number of those attending primary schools is 90,000, which in a population of 5,250,000 represents a proportion of 17 per 1,000, a proportion smaller than in any European country except Russia. It must be remembered, however, that prejudices difficult to overcome exist among the Mahomedans as to the education of females. In giving, therefore, a proportional estimate of the number educated, it is fair only to reckon the male population. This would give a proportion of at least 34 per 1,000 who attend school, and though the education given may not be of a high class, nor the previous training and qualification of the teachers up to the European standard, yet the fact that of the whole number only 3,000 are educated at the sole cost of Government, the cost of the others being wholly borne by the parents, without the inducement of food or clothing, shows that there is no unwillingness to benefit by such education as is within their reach. The Khedive is attempting to combat the prejudice regarding female education, and has established a large girls' school at Cairo, where, besides an elementary education, sewing, washing, and dressmaking are taught.

The correspondent of the *Eastern Budget* at St. Petersburg, writing on the 3rd inst. says:—

"The reports of the educational result of the past year in Russia, which have just been issued, occupy much attention here. It is evident from these reports that Russia is at least half a century behind the other European nations in this respect, and the Government is being urged on all sides to increase the number of schools and make them more efficient. The middle schools, or gymnasia, occupy a much more important position in Russia than in other countries, as the universities are comparatively but little used by the more intelligent classes of the country. In the generality of cases a boy's education is completed in a gymnasium, and no further instruction is considered necessary to prepare him for the Civil Service or any other ordinary career; it is very seldom that young men, even of the wealthier classes go to the universities to acquire proficiency in the higher branches of science. Now the educational reports show that in many of the gymnasia the system of instruction is very defective, barely a fifth or a sixth of the pupils having obtained certificates from the Government examiners, while in other gymnasia eighteen out of every twenty pupils have obtained certificates. This is probably owing in part to the rigid uniformity which in this as in other departments, is extended to all the various races and nationalities which make up the Russian Empire. The question of forming a high school for women is also much discussed. The Government has decided that this institution shall not be a university for grown women, but a sort of 'finishing school' for girls. It will be divided into five sections, including one for natural philosophy and another for history and philology. Logic and psychology are to be compulsory subjects in all the sections, and the chief aim of the school is to train up girls for governesses."

The Life of a Planet.

The few hints afforded by geology respecting the earliest stages of the earth's history, when compared with studies into the nature of nebulae, comets, and suns, suggest the existence of a series of revolutions through which worlds destined for the occupation of intelligent beings must pass, in order to be properly fitted for the residence of mankind. There is, first, existence as a nebula, or comet; second, the condition of a burning sun; third, a stage of refrigeration; fourth, a period of habitation by the brute creation; fifth, a time of occupancy by reasoning, moral beings; and, perhaps, sixth, a stage of frigidity, impoverishment, and extinction of life. Our planet seems to have passed through four of these stages of growth, with the fifth well advanced toward its meridian.

When we study the scheme of worlds revolving around the sun, we discover that they all rotate on their axes in the same direction; that they all proceed from west to east, their orbits being nearly circular, and in almost the same plane, which is nearly coincident with that of the sun; that the sun moves on his axis in less time than any of the planets, and each planet rotates more quickly than its satellite. These and other facts point out a community of origin and development inexplicable by chance or the law of gravitation. We suppose, then, that the sun and all the planets and their satellites composed originally a single mass of luminous fog, with a diameter exceeding that of the orbit of Neptune, the remotest planet, or not less than three thousand millions miles. This would correspond well with the supposed dimensions of the smaller nebulae now seen in the skies. The history of the earth at this early period was, therefore, merged in that of the solar system.—*Professor Hitchcock.*

New York School Journal, AND EDUCATIONAL NEWS.

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WILLIAM L. STONE, }
AMOS M. KELLOGG, } Editors.

WM. H. FARRELL, Business Agent.

The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals and Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

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OFFICE No. 17 WARREN STREET, NEW YORK.

School Supervision.

The public school system, as it is managed in this country, is wholly a creature of the state; it is wholly divested of individuality or personality. Men and women are employed to do a certain amount of work of a certain kind, and in a special manner. In some way, the State must ascertain that the fixed requirements have been observed before it pays the money it has promised. There grows out of this a plan of supervision, and with every new year there are stronger convictions that the life of the system lies in the perfection of this supervision. If there are to be schools, there are to be superintendents, is undoubtedly becoming a maxim. There remains the question, however, what is to be the character of our educational superintendence?

There are two ways in which teachers may be constrained to labor. When the number of instructors has become large, and little personal interest is felt when appointments are made through political favoritism, as they frequently are, educational employes are dealt with on just such principles as govern the overseer of the laborers on the Capitol at Albany. Quantity of work is the measure of duty; strenuous and constant labor is exacted. Teaching, although the popular notion is quite the contrary, is employment of the most serious and trying kind, and there is no wonder that the tired and fretted instructors should lag sometimes in his efforts; so that, like all servants, he may need the vigilant eye of his superior upon him.

In so many years the average boy or girl ought to learn so many things, and the superintendent enters to see that full measure has been dealt out.

Were boys and girls only "passive recipients," would they even make no objections to take the knowledge the teacher is waiting to give, and were teaching itself not an occupation demanding the enlistment especially of feeling, there might be no ground for saying that such supervision is at the best but a rude and mechanical method of determining the rate and amount of progress in study.

We believe that poor teachers with good supervision will be kept not only from committing

errors, but made to accomplish results beyond their own comprehension. Such, however, is the high character of the work that the *personal co-operation of every teacher*, no matter how inferior in qualifications, is earnestly to be sought. There are grounds why the teacher may demand this as a right; but as a matter of policy, no superintendent should fail to know what his teachers think of the measures he proposes to adopt; and their opinions and suggestions will furnish a solid ground for action. The good teacher feels an interest in the scholar not second to that of the parent; besides this, he is putting to a practical test the value of certain measures in education. From him can be learned those ideas that lead to a real progress. The teachers of schools in a town of 5,000 inhabitants could easily be gathered for consultation in a "teachers' meeting" held once in two weeks—this is of common occurrence in our country—but we see no reason why in many of our large cities the teachers might not elect a certain number to a legislative body which should manage, under the direction of the Superintendent, all affairs except the financial ones. Whatever the plan be, it should be one that elicits the dormant power now slumbering in the breasts of too many of our teachers; dormant because they have no voice in the construction of that system in which they labor exhaustively till old age bids them give place to fresher blood. It may be set down as a truth that cannot be gainsaid, that to elevate the schools, you must elevate the teachers; schools never rise above the teachers; the center and soul of the school system is the teachers. Therefore supervision should mainly tend towards the improvement of instructors themselves.

The New York Schools.

PACKARD'S BUSINESS COLLEGE.

A commercial city like New York, is built upon the business foresight, skill, and ability of its commercial men. It was a maxim, once very generally believed, that no boy could become a successful business man unless he spent seven years in learning the customs of merchants, and the methods by which commercial transactions are carried on; and, indeed, many merchants train their own sons to their own particular occupation, believing it to be the only way to render them successful.

The facts of the case are, that the *learning of business is of itself a business*. So strongly did this idea take possession of the mind of several educators, that a chain of business colleges was constructed, known as the "Bryant, Stratton & Packard Colleges." This was about twenty years ago.

The present school, founded by Mr. S. S. Packard about sixteen years ago, has received marked and respectful attention; for Mr. Packard is as well-known as a fearless and upright man as he is as a teacher.

We spent part of an afternoon here, a few days since, and took particular pains to look into the plans and methods adopted in order to give an intelligible account to our readers who are desirous of knowing about the leading institutions in this great metropolis.

The rooms are in the building on the corner of Eleventh street and Broadway, and are admirably lighted and furnished. There are two departments, one a preparatory school, as it

were, and the other a business house. In the former the essentials of business are learned, such as penmanship, arithmetic, preparation of business papers, such as notes, drafts, receipts, etc., book-keeping, correspondence, and commercial law; in the latter, the young man well acquainted with these details is taken into business, precisely as if he entered a commercial house. Here he orders goods and sells them, opens an account with a bank, gives notes and draws drafts; carries on sometimes a wholesale and sometimes a retail business. This college is in connection with several other colleges in other cities, such as Boston and Philadelphia. To these shipments are made, notes forwarded for collection, etc.; this is a feature of the highest importance, it makes every transaction a real one. A young man ought to spend a year in this Practice Department, for here he opens business for himself, orders his goods, gives his notes, ships off a portion to some correspondent, gets returns, takes up his note, closes that business, showing the gains or losses, and then enters on some new business. He may go into partnership, possibly, next. Every auxiliary book, such as shipping, invoice, bill, account, sales, is made familiar by actual use.

We have been thus particular in describing these things because there are many who have an erroneous idea about the sphere of a genuine Business College, deeming the teaching of writing and mechanical book-keeping the end and aim.

As we have said elsewhere, Mr. Packard is an honest man, and means to give his young men far more than the value of their money. He labors indefatigably and skilfully to fit them to perform duties in life, which they can only do strengthened by the education they receive here. It is a fortune to a young man to know the exact methods by which business is carried forward; but here explanations are given that enlighten and improve his judgment. The only valuable thing in any school is the teacher, and here it is plain, is an original and magnetic mind that acts powerfully on the young men who are seen laboring with assiduous industry.

We are enabled this week to lay before our readers a more extended extract from Mr. Welles' Book of Apologues, which, we think, will particularly interest intelligent children. The prose introduction shows a considerable scriptural and historical knowledge, and the poetic "Origin of Fables," is a charming allegory in itself; a beautiful, supposititious account of the remote ancestor of the ancient Æsop, and of Æsop himself.

Mr. Welles' book will be very interesting, instructive and valuable to youthful readers, inasmuch as he has not only given therein some of the best of Æsop's and other authors, with new and beautiful poetic apparel, but he has also added many, quite new and original. A strong moral, philosophical, religious, and humorous character pervades the whole, so that the children and youth of the country may anticipate much delightful and instructive reading in this book of the Fables of Life, which we consider superior to any which have preceded it. It will not be a costly volume, like Fontaine's, but a medium-sized book, and at a price within the reach of all.

We are promised the poetic story of the OLD CLOCK for next week.

The New York Board of Education.

The Board met and were called to order by the clerk, Mr. L. D. Kiernan, in the absence of President Neilson. Commissioner Beardslee was nominated as President *pro tem*, which was unanimously adopted.

There were present, Commissioners, Baker, Beardslee, Dowd, Farr, Halsted, Jenkins, Kelly, Klamroth, Man, Mathewson, Townsend, Traud, West and Wetmore.

REPORT OF CITY SUPERINTENDENT.

The Superintendent reported that he had caused the several corporate schools to be examined, (except the House of Refuge); these were:

The New York Orphan Asylum, Protestant Half Orphan Asylum, Leake & Watts Orphan Asylum, Colored Orphan Asylum, Schools for the Female Guardian Society, Schools of the Children's Aid Society, Five Points of Industry, Ladies Home, Missionary Society, New York Juvenile Asylum, Hospital for Ruptured and Crippled, Roman Catholic Orphan Asylum Schools, in all, 42 schools, taught by 163 teachers, and including an enrolled number of 8,478, averaging 6,866.

These schools are in a satisfactory condition; in some schools the discipline and instruction is reported as excellent.

The evening schools have been visited and report an attendance at the opening of 11,378.

The average is in Male Schools, 8,204
 " " " Female Schools, 3,614
 " " " Colored Schools, 108
 " " " Evening High School, 1,562

The organization and discipline is reported as quite satisfactory.

In the Primary and Grammar Schools the number enrolled on the 1st inst. was 108,821, which is 6,246 in excess of last year.

The Committee on Evening Schools recommended the following to be appointed, which was adopted:

James Burke, Charles H. Nehrbaas, Thomas Slattery, John F. Higgins, Thomas J. Goodman, William Stoddard, Lizzie McCarthy, Otto Kupal, John J. Sturtevant, John Jansen, Emilein Hook, Hannah R. Phillip, Francis R. O'Hare, Abraham P. Zemansky, John R. Sims, Henrietta L. Wood, Doctor Sarnier, Maggie Baird, Juliette Conklin, Matilda L. Furness, Annie E. Sleim, Mary A. Connell, John D. Ryan, George D. Lennon, William Yaudus, Stanhope Maisten, Ernest O. Hopp, Edward Altkaus, Mary J. Price, Mary A. Smith, John C. Gulick, Mary Powers, Samuel M. Barnett, William H. Morse, Emily Keogh, John M. Mayer, Maria F. Daly, Julia Vreeland, Mary L. Parsells, Mary Kelly, Annie C. Flynn, Janet C. Barnett, Elinore Dann, Mary E. Kain, L. B. Corsey, Simon Goodfriend, Imogene Upson.

A communication was received from Mr. E. L. White, offering to photograph the pupils without expense. Referred to Committee on By-Laws.

The District Telegraph sent in an application to have their lines used. Referred to same committee.

A letter from Mrs. O. Ottendorfer was read, sent up by Com. Klamroth, tendering \$500 in addition to the \$1000 already given by her, to purchase gold and silver medals for the most proficient in German studies in the Normal College. After the reading of this letter, Com. Klamroth offered the following resolutions:

Resolved:—That this Board accept the donation of Mrs. Oswald Ottendorfer, of a contribution of \$500, in addition to the fund of \$1000 heretofore created by the same donor for the annual awards of a gold and a silver medal to the two students of the Normal College, showing the greatest proficiency in the study of the German language, and further

Resolved:—That this Board express to the donor through its Secretary, its high appreciation of her friendly interest in the cause of public education, and their thanks for her noble munificence repeatedly manifested in the furtherance of one important branch of the studies prescribed by this Board.

A resolution to purchase a piano for P. S. No. 39, at a cost of \$300 was adopted.

The Committee on By-Laws reported on the subject of Compulsory Education, as follows:—That the most important thing is to have a complete census of all the persons who attend and who do not attend school in each ward, coming under this act. That this complete census should be placed in the hands of the teachers to ascertain the causes of absence, etc., and thus the subject will be understood. That the Police Commissioners are willing to co-operate and make or complete such census. That the Trustees cause a triple number of such lists of names to be made by and through the teachers, one to go on file, and one to go to the police commissioners.

A resolution was introduced excusing G. S. No. 67 from holding the legal number of sessions.

A resolution offered at last meeting by Com. Baker, forbidding teachers to send pupils out of the school on errands, was next called up; also authorizing the sending out of the janitors whenever any case should require it, was referred to Com. on By-Laws.

It was deemed inexpedient by the Committee to permit janitors to be sent out; and they so reported.

This brought up Com. Jenkins, who inquired what was to be done with the first resolution forbidding the sending out of children. He spoke in a very earnest manner against the evil to which children were thus exposed, when their parents supposed them to be in the schools—in- stead of which they might be in the very purlieus of the city. This is a crying evil and must be abated.

Com. Townsend said that part of Mr. Baker's resolution was still before the Committee.

After some remarks by Commrs. Halsted, Farr, Man and Baker, Mr. Jenkins moved that this part of the resolution be taken up by the Board and considered, but unanimous consent was not given. Commrs. Man and Farr objecting.

The Committee on By-Laws brought in a report that inasmuch as the act on compulsory education would force many from paying occupations, unless they be permitted to attend evening schools, it was desirable to allow children as young as ten years of age to attend the evening schools. This resolution was adopted.

The same Committee reported a change that in effect, those Grammar Schools averaging 500, and P. S. averaging 700, may employ assistant teachers, who need not be class teachers—one in addition to the Principal, unless in the G. S. the average attendance exceeds 800;

or in P. S. when the average attendance exceeds 1,200, in which case there may be two employed. Objection arising this was laid over.

Mr. Wetmore explaining that the object was not to reduce the number of teachers.

The Committee on Teachers recommended the appointment of Mr. H. C. Litchfield as Principal, and W. C. Heas as Vice Principal, in G. S. No. 13, which was adopted. Also, the appointment of Miss Mary C. Hackett as Principal of P. D. of G. S. No. 8.

The Com. on Evening Schools reported adversely to Mr. C. W. Miller's claim for services in evening schools in 1873.

The same Com. reported that Miss Alice Neustadt was appointed to a place at last meeting, in the Model Schools, at a salary of \$500, which was \$100 less than she had been receiving, and recommended her salary to be made \$600, to take effect from last meeting. This led to a debate, as there was a by-law in the way; and so her salary at \$600 dates from this meeting instead of last.

Com. Farr brought up a resolution laid over from last meeting, to pay Prof. Day a salary of \$3500 since he performs the duties of a full Professor. Adopted.

An application was received from Trustees of 9th Ward, asking for \$200 to fit up a class room in P. S. No. 18.

At this point Com. Baker presented a resolution that the Principal must not send out pupils on errands during school hours.

Com. Townsend did not object to receiving the matter from the Committee, but it was bad precedent.

Com. Jenkins said he offered it as a duty he owed to his fellow citizens, as it was an evil that ought to be corrected, but he would leave it in the hands of the able Committee.

The Board then adjourned.

Miss Cushman at Booth's.

A crowded house greeted Miss Charlotte Cushman at Booth's last Monday night, this being the farewell engagement of the great actress. Miss Cushman's "Queen Catherine" is familiar to most every one. She played the part with the same wonderful power and intensity that characterize her acting in all her most famous tragic representations. From her conception of character, her acting may properly be called perfect. The only possible criticism to be made upon it is the suggestion whether or not the womanly traits of Queen Catherine are lost sight of under the vast masculine energy which Miss Cushman infuses into the part. The evening was also made noteworthy by the reappearance of Mr. George Vandenhoff, who, after an absence of ten years from the stage, played Cardinal Wolsey in a way to fairly divide the applause of the audience with Miss Cushman. Mr. Charles Wheatleigh played the Duke of Buckingham very acceptably. The minor parts, with hardly an exception, were quite satisfactory.

PEAT FUEL is now being sold in this city, on First Avenue, between 40th and 41st streets. This is the first time, we believe, it has been so offered. It was made on Long Island, and is a delightful fuel to use. It would be a nice material to use in open fire-places in our school-rooms. The *Independent* says: "In a sick chamber it is invaluable as a purifier of the air."

Obituary.

The teachers of New York and all interested in public schools and education, will be pained to hear of the sudden demise in this city of diphtheria, of Mr. Amasa May, on Monday, 19th inst.

Mr. May was born in Keene, N. H., was for many years a successful teacher, and held in his native State many places of trust, having served two terms in the State Legislature, subsequent to which he was for a long period traveling agent for the book house of J. P. Lippincott, of Philadelphia. For the past few years he was agent for E. H. Butler & Co.

In connection with his business he had visited nearly every State in the Union, endearing himself to all by his genial manners.

To the teachers of this city, to very many of whom he was bound by the closest ties of friendship, his death will cause great surprise and sorrow.

Mr. May was a gentleman of no ordinary mental ability, being distinguished for his high literary taste and cultured mind.

His sorrowing family have lost a true husband and kind father. May He who comforts the afflicted assuage their grief.

The remains were taken to New Hampshire for interment.

We have had two letters lying by us for some time, that state as plain as language can, the disgust of the writers at being compelled to support the *Pennsylvania School Journal*. These gentlemen speak in behalf of their oppressed brethren and sisters; for they, drawing a handsome salary each of them, do not feel the tax of the \$1.50 per year. We have a letter, also, from a talented lady who has been, and who still wishes to be a subscriber for the *NEW YORK SCHOOL JOURNAL*. She speaks of the pressure to subscribe for the *Pennsylvania School Journal* as something painful to endure; not only this, but a species of terrorism absolutely prevails among the teachers, lest they lose their places if they refuse.

We could hardly be prevailed upon to believe these things. And so we shall briefly say that Mr. J. P. WICKERSHAM is both *State Superintendent* and *Editor*; and also that we find these words quoted with evident approval on page 5, (M.-P. Sup.) "Teachers should be compelled—"Yes, that's the word!—to read the *School Journal*."

Now, here is "compulsory education" with a vengeance. Next we shall have the *Christian Union* urging that all Christians should be compelled to take that excellent paper. We have not got through with this subject, but stop.

Correspondence.

Editors School Journal:

As each successive week brings your sprightly paper to hand, I have learned to look for opportune and thought-provoking words in its columns, and I am never disappointed.

You seem to be so entirely out of the regulation traces that we consider you as taking a "New Departure" in educational matters, so I am always on the qui vive for new things when the *JOURNAL* comes. But I must tell you that I was truly startled at your comments on Supt.

Fields' statement in your paper of September 26th.

In various capacities, as teacher, superintendent, parent and citizen, I have been studying the subject broached by Supt. Fields for years. During that time I have collected facts and figures which tell a story of painful interest to one who has studied our schools from this point of view. Our press, both local and educational, and our school officers and superintendents, are almost a unit in refusing to discuss this question. Therefore I am more surprised to see you call for a discussion of this topic. I am truly glad to know that we have at least one educational journal of high standing that is brave enough to let the truth be spoken against an overwhelming public opinion.

I suppose you must be aware that in thus opening your columns to this tabooed question you are destined to lose caste, and perhaps dollars, among those who run the machinery and employ the operatives in our educational workshops. Be that as it may, you have introduced a question most pertinent to the times, and the discussion of which will eventually result in a great change in our present school machinery in its essential features. There is now an opportunity for those who deny Supt. Fields' statements to adduce their reasons; but they will not do it. They may reply by invective and denunciation, but the advocates of the present system dare not go before the public with a fair representation of the facts. They have hitherto boldly and unhesitatingly carried their point and allowed no discussion as to the merits of the case; but now the culminating point has been reached and a reaction must ensue, or the best portion of public sentiment and sympathy will be withdrawn from our public schools and given to the support of private enterprises. I regard either of these conditions as disastrous to the boys of to-day, who will be the men of 1880, and am therefore firmly convinced that this question must be decided speedily.

In conclusion allow me to ask Supt. Fields why ladies are almost exclusively employed in our city schools; and to save time let me add that economy need not be adduced as the reason, for facts prove otherwise.

E. W. G.

NORTHFIELD, OHIO.

To the Editors of the School Journal:

I am very peculiarly situated. I feel satisfied that I am doing but poor justice to the seventy children that sit before me so still day by day. These are as many-sided as a multiplying-glass, and one cannot be cultivated without influencing the other. Here are before me at least forty children from families of low repute—really degraded, no doubt; yet they receive their intellectual direction from the same teacher. Now, see the task I have. I must manage this throng by appealing to the moral and emotional nature within them. Yet I have "no time" for this. Every moment must be given to teaching them lessons. It must be a steady drill of the intellect, whereas, what nine-tenths needs is a rooting out towering weeds in the moral garden. They should be taught the beauty of justice, charity, kindness and peaceableness. This is what they sorely need; I could sometimes shed tears because I must neglect them in their deepest necessities, and feed them on "twice

two is four." Now, cannot something be done to allow me some scope in my teaching? Must I year after year see this barren spot and water it with nothing but my tears? I ask you to write an article in the *JOURNAL* on this subject, "The best thing to do in our public schools;" and it will reach where my voice cannot.

A TEACHER.

Inquiries and Replies.

J. M. R.—The Compulsory Law was passed last winter; it is applicable to all parts of the State, and not as you imagine to New York city alone. You will find in DEXTER A. HAWKINS' letter an answer to the rest of your letter.

R. N.—Your letter is nearly answered above. As to your inquiry whether this city means to do anything or not, we can say that \$30,000 has been appropriated, and Mr. Hawkins declares he will compel the Board to act by a mandamus. This looks like business.

M. G.—The poem you send has poetic spirit and feeling, but lacks in metrical arrangement and finish. We respectfully decline it.

WEBSTER.—We cannot publish an anonymous article anyhow; but yours is more: it reflects on an educational official, against whom none but prejudice would aim its shafts.

M.—Your principal has that authority. We advise you to consult Mr. Kiddle, however, as the case is peculiar.

A TEACHER.—It is true there are trustees who are ill qualified for the important post they occupy. But that is in the system. There is no cure, and you must make the best of it.

We have read Chancellor Horeus' address, at Syracuse, lately with great satisfaction. He is right upon the point whether small colleges are needed or not. They are not wise who think a small college necessarily gives a small education. Let such remember the great things done in the young colleges of New England.

"Could all the young men and women seeking an education in these United States, who had finished what may be called a high-school course of study, be gathered together in one, two, or three huge universities, having from 20,000 to 40,000 students, I doubt whether the result, mentally or morally, would be satisfactory, or in any way so good as what would arise from a proper distribution of colleges throughout the country. Our higher institutions of learning should be classified. Division of labor is indicative of the highest civilization. Decentralization leads to individuality. Heterogeneity is the product of normal development. Let some of our universities become eminent for their advantages in natural science, others in philosophy, and so on throughout all divisions of thought; and let them attract the most advanced students from all parts of the country for their special advantages, and it will be found that many will be better than a few. Some are doing mostly elementary work—as noble and useful as any other—only a few can become chiefly devoted to the most advanced culture, and the result will be reached by healthy and spontaneous development rather than by compulsory diminution of their number.

The *NEW YORK SCHOOL JOURNAL* is a live paper, systematically arranged, well edited and chuck full of good things. Every teacher should have it, and it is a valuable paper for parents and patrons of public schools.—*From the Madisonian.*

Thank you, Ed. S. J.

BOOK NOTICES.

The Need of a Collegiate Education for Women.
By Rev. I. Clark Seelye, President of Smith's College for Young Women, Northampton, Mass.

The above paper was read before the American Institute of Instruction, and was published by the liberality of Prof. A. Crittenden, of Brooklyn, President of Brooklyn Collegiate Institute. It is a clear, candid statement by one who is entitled to be heard, on a subject of large importance, for there are springing up in several of the States these colleges for women; and yet there is a vast majority who are willing the experiment should be tried, but who have no faith in its success.

The grounds for woman's "liberal education" are precisely the same as those urged for men. A college education "seeks by the most carefully devised means to develop those capacities which exist potentially in the mind with no special reference to their practical application."

We have carefully read Mr. Seelye's paper, and confess that we have never seen the arguments arranged more compactly, and we thank him for the service he has done education. We have elsewhere found a place for some of his more pungent and practical thoughts.

BOOKS RECEIVED.

Shaw's Manual of English Literature. Sheldon & Co.

General Information.

We are pleased to be able to announce to our readers that we have made arrangements with H. B. Latourette & Co. of this city, to offer their Font Pen as a premium to subscribers. The terms will be found in our premium list. A large number of these pens are now in use, and, we believe, give the most perfect satisfaction, and we speak from personal knowledge also, as we have had them in our office for a number of weeks. This is by far the most simple and convenient Fountain Pen with which we are acquainted, and we offer them in connection with our journal at a low price.

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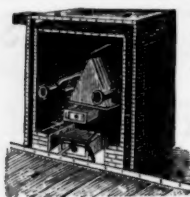
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